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adjustment. It advocates continuation-school courses for purposeful, and therefore worth-while, education.

ANNA Y. REED

Reconstruction and education.—The world-war brought a realization that somehow education has failed to develop the attitudes of mind and the broader consciousness of human relationships that make for a stable social order. The results of the conflict and the conditions that have pertained since the close of the strife have turned practically every country that was engaged in the struggle toward the task of finding a constructive program of education which will bring about a readjustment and a reconstruction of the economic, political, and social institutions. It was to give a point of view as to the place to begin and the foundation upon which to build that Mr. Holmes has written his book.[1] The state of affairs that aroused the author to present his point of view is clearly expressed in the first chapter of the book. The particular statements are as follows:

> Never, within the memory of man, was the standard of duty lower than it is today. Never was the law of the land less respected. Never were solemn engagements less binding. Never was dishonesty rifer. Never was the "mania for owning things" more obsessive. Never was the pursuit of pleasure more absorbing. Never was sexual morality laxer. Never was anger more violent. Never was hatred more malignant. Never was selfishness, whether individual or collective, more virulent or more strongly entrenched. And though the need for honest and steady work has never been so great as it is today, when the world is waiting to be rebuilt, there has never been less willingness to work or less pride in good workmanship [p. 3].

The author discusses in a forceful way the failure of Germany and the failure of Christendom to realize desired ends through compulsory idealism. The points of view held by Bateson and Kidd are criticized as representing extremes between which lies the middle ground of constructive education. The author holds that the only hope lies in the education of the young, and that the doctrine of spontaneity and individuality must be followed in mapping out the program. He stresses the importance of environment and comradeship. He discusses the significance of religious education and the great opportunity presented by adolescence. In his treatment of social reconstruction he sets forth the point of view that education must be an awakening of the spiritual and intellectual powers and not the old order of lesson-getting.

This book is a stimulating discussion of a most vital problem. It is direct and clear in its presentation and should prove well worth-while for teachers and educators in general. It should be helpful to the movement for reconstruction by awakening serious thinking on the part of the general public. It is a book for the layman as well as for the educator.

H. W. NUTT

[1] EDMOND HOLMES, *Give Me the Young*. New York: E. P. Dutton & Co., 1922. Pp. 148.